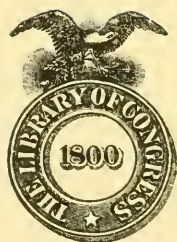


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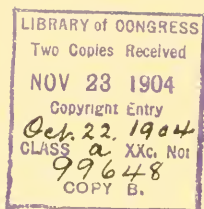
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Washington as a Center of Learning

BY
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Washington as a Center of Learning

George Washington's Ambition

ON an October afternoon in the year 1775 a number of officers were gathered about General Washington in his camp at Cambridge.

The subject under discussion related to the quartering of the militia in some of the college buildings, a measure which was causing much adverse criticism. General Greene, in particular, deplored the necessity for it and at this informal meeting with his fellow officers he called attention to the damage that had already resulted to certain seminary buildings as a consequence of their use for this purpose. Samuel Blodgett, the author of the first American book on political economy, happened to be present, and in answer to General Greene's complaint he remarked, "In order to make amends for these injuries, I hope that after our war we shall erect a noble national university, at which the youth of all the world may be proud to receive instruction."

A prophecy. Washington's face lighted up instantly, and, turning to Blodgett, he said with impressive earnestness:

"Young man, you are a prophet, inspired to speak what I am confident will one day be realized."

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Thus it was, at the very beginning of our struggle for liberty—before the formal Declaration of Independence had been issued,—that Washington first gave expression to his patriotic and noble idea of a national American university. The establishment of such an institution at the Capital of the United States became one of his most ardent hopes in after years, and he never neglected an opportunity to urge its importance upon Congress and his fellow-statesmen. His untiring interest in the project was based upon his exalted opinion of the value of education as a factor in the upbuilding of the new Republic. In his message to Congress on January 8, 1790, he wrote:

“There is nothing which can better deserve your patronage than the promotion of science and literature. Knowledge is, in every country, the surest basis of happiness. In one in which the measures of government receive their impressions so immediately from the sense of the community as in ours it is proportionably essential. To the security of a free constitution it contributes in various ways—by convincing those who are interested with the public administration that every valuable end of government is best answered by the enlightened confidence of the people and by teaching the people themselves to know and to value their own rights; to discern and provide against invasions of them; to distinguish between oppression and the necessary exercise of lawful authority, between brethren, proceeding from a disregard to their convenience, and those resulting from the inevitable exigencies of society; to discriminate the spirit of

George Washington's Ambition

liberty from that of licentiousness, cherishing the first and avoiding the last; and uniting a speedy but temperate vigilance against encroachments with an inviolable respect for the laws."

Washington's estimate of the value of education.

With the prophetic wisdom that is ever one of the distinguishing qualities of the truly great men of the world, he foresaw and pointed out the manifold advantages to be derived from the establishment of a center of learning at the seat of government. "Not only do the exigencies of public and private life demand it," he wrote on one occasion, "but if it should ever be apprehended that prejudices would be entertained in one part of the Union against the other, an efficacious remedy will be to assemble the youth of every part under such circumstances as will, by freedom of intercourse and collision of sentiments, give to their minds the direction of truth, philanthropy and mutual conciliation."

Washington's bequest.

To the last days of his life he looked forward to the time when the Federal City, which had been honored with his name, should become the recognized center of learning in America; and in order that he might leave nothing undone, so far as lay within his personal power, to bring about the consummation of his cherished ambition, he provided in his will that a certain specified portion of his estate, valued at about \$25,000, should be set aside "toward the endowment

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of a university to be established in the District of Columbia under the auspices of the General Government.”

This bequest has never been used, for Congress has not yet seen fit to establish specifically such an institution as General Washington proposed. But while his desire for a national university in the strict sense of that term has not been fulfilled, the Capital of the United States, nevertheless, has become the American center of learning, wherein the Government stands as the foundation of a national temple of knowledge, surpassing in its importance and its wealth of educational treasure the most sanguine expectations of its immortal protagonist. In the broad aspect of the question, therefore, his wishes have been more than met, and his faith in the development and greatness of the Federal City as an educational center is shown clearly to have rested upon a foundation of inspired surety.

**The Capital
upholds the
honor of its
name.**

The city of Washington, therefore, has requited the honor of its name, not alone by reason of the political rank it now holds among the Capitals of the world, but more especially because of its dominating position in the world of learning. As in ancient days all roads led to Rome, so, today, all roads of learning lead to Washington as the embodiment and final expression of those distinctive

George Washington's Ambition

qualities of our nation that underlie its strength and its achievements. And herein lies the fulfillment of its destiny as contemplated by him who gave to our National Capital its name and the inspiration of its power.



The Federal City

THE position thus occupied by the National Capital in the realm of education is one that must inevitably have been acquired sooner or later, and as time goes on is destined to grow stronger and to enforce universal recognition of its claim. It could not be otherwise. Aside from all other considerations, the unique character of the city alone makes the result unavoidable. It is this fact that inspired in General Washington and his wise political associates their confidence in the future greatness of the Federal city.

**The only city
of its type.**

It stands unique in its history, its purposes, its government. It is essentially different from any other city on the globe. It is the only Capital among the nations of the world devoted exclusively to the business of Government. Remove the British Parliament from London, and London would still be the world's great metropolis. Transfer the seat of the French Government, and Paris would continue to be the chief city of the Republic. And what is true of London and Paris is equally true of Berlin and St. Petersburg and Vienna and of all the other European

Washington as a Center of Learning

Capitals. Each is in itself a great city, existing independently of the Government. But it is not so with the Capital of the United States. Remove the seat of Government from Washington, and Washington would cease to be. Our National Capital exists solely by virtue of the fact that it is the Capital.

Wise foresight of our fathers. It was to serve this particular and exclusive purpose that Washington was built. Not a house was erected nor a road cut through until a plan of the city, complete in all its details of streets, avenues and parks and the locations of the various Government departments, had been prepared and adopted. With the foresight that governed the founders of our Republic in all their work they determined that the National Capital should be not only an independent seat of Government, but that it should be a city which, in its plan and in the possibilities of its development, should become in time the most beautiful and the most attractive of all the cities of the world—a Capital worthy of the nation that was to rise upon the foundations they had laid.

National jurisdiction. To attain this object it was essential that the city should be planned and founded by the General Government and that the Government should for all time exercise exclusive jurisdiction over it, thus avoiding the jealousies of rival cities and possible conflicts

The Federal City

with State and local authority. Fundamentally, therefore, Washington is in every sense of the word a "federal" city. The United States Government not only owns in fee simple all the streets, roads, parks and reservations within the original boundaries of the city, but exercises, also, supreme jurisdiction in the local affairs of the Capital. The laws for the government of the city and the District of Columbia are made by Congress and administered by a commission of three men appointed by the President of the United States with the approval of the Senate, and Congress likewise appropriates the necessary funds for the maintenance of the local government. Of these funds, one-half is drawn from the revenues of the United States and the other half from the tax revenues of the District of Columbia.

Aside, therefore, from the taxes they pay and which are appropriated by Congress for purposes of municipal government, the citizens of the National Capital have no more political voice in the management and control of Washington than have the residents of the State of California or the Territory of Alaska. In fact, it may be argued they have less voice in the matter than any other citizens of the United States, for they are not only without representation in Congress, but, being denied the privilege of suffrage, they can neither cast a vote for a President of the United States nor for any other federal or local official.

Washington as a Center of Learning

A city
without
“politics.”

These peculiar features of its political organization make Washington at once a distinctive and unusual city.

The agitations and the factional wranglings incident to all other American cities are unknown. The element of “politics” has no place in the social constitution of the National Capital. Perhaps because of this and perhaps partly because of its situation, Washington presents as a correlative feature still another marked contrast to all other large cities, in its freedom from the spirit of commercialism. It has, of course, its industries and its manufacturing and its business; but, with few exceptions, they are all of local extent and no more than are necessary for the needs of the Capital itself. There are no mills, no factories, no large mercantile establishments for supplying the outside world with manufactured products. Nothing so quickly impresses the visitor to Washington as this phase of its unique character—the absence of the noise and the hurry and the smoky atmosphere that form so common a feature of other American cities as a necessary incident of commercial life.

A delightful
place of
residence.

It may well be imagined that by reason of these peculiarities alone Washington would naturally draw to it a distinctive class of residents—men and women of leisure and of higher social and

The Federal City

literary tastes, the studious and the lovers of art and all who find their best enjoyment in the quiet life. And when these peculiarities are viewed in conjunction with the physical and architectural grandeur of the city and with its political supremacy as the sovereign head of the greatest of all nations it is not difficult to understand why it should prove the most attractive residential city in America and why it should bring to a focus within itself the essence of all that is best in the life and thought of the American people.

A cosmopolitan city. It stands today, not in theory alone, but in reality, as the representative center of the United States. Rome in the height of its dominion was not more cosmopolitan in its population than is the city of Washington; for not only does it number among its three hundred thousand inhabitants the representatives of every Government in the world and of every race of mankind, but there is not a State nor a Territory nor an island possession of the United States that is not represented in Washington's population. Men and women of the North and the South, of the East and the West and of every city in the Union meet here and mingle on common ground. And it is the Government of the United States that either directly or indirectly calls them here and makes Washington their mutual home. The enormous business of the Government departments alone requires the services

Washington as a Center of Learning

of upwards of thirty thousand employees and officials, drawn from the various States and Territories of the Union, and it is these with their families who constitute the nucleus of Washington's population and through whom the business and social life of the Capital is largely maintained.

In this close communal intercourse among the representatives of all sections of the country as well as of foreign nations we find one of the elemental factors of Washington's distinction as an educational center. Not only does this intercourse tend to an intimate knowledge and a more sympathetic understanding of the views and customs and traditions of our fellow-beings throughout the country and the world, but it serves also the important purpose which George Washington so earnestly desired to attain through the instrumentality of a national university—that of obliterating or softening the prejudices of one section against another.

As a class, the Government Department clerks in Washington represent a higher educational and intellectual average than is to be found among a like body of mercantile employees. The reason for this is twofold. In the first place, under the civil service regulations, all appointees are required to pass a competitive examination as to their educational fitness,

Sectional and national prejudices obliterated.

Educated workers.

The Federal City

embracing as a foundation the various elementary branches of study, and supplemented by such other special subjects as may pertain to the particular class of work in which the applicants are seeking positions; thus securing for the Government service men and women of demonstrated ability. In the second place, the comparatively short hours devoted to Government business (from nine to half past four) and the opportunities offered for the study of law and medicine and other professions by means of the evening classes held by some of the colleges of the city, present advantages which attract a large number of students, who are thus enabled to support themselves while acquiring a professional education.

Intellectual What is true of the clerks in general
culture general. regarding their high standard of
 intelligence must necessarily apply
also, not only to the large corps of scientific specialists in the employ of the Government, but likewise to the higher officials and the people's representatives in Congress. From the President himself down to the lowest ranks of official life we find men and women of literary and scientific accomplishments occupying positions of public trust. Official Washington is pervaded with an atmosphere of intellectual culture, and in its intimate relationship to the general life of the Capital it necessarily influences and gives color to its social conditions.

Washington as a Center of Learning

Social and scientific organizations.

This is perhaps nowhere more clearly shown than in the character of some of Washington's organizations. Chief among these are its scientific societies—the Anthropological Society, the Archaeological Society, the Biological Society, the Botanical Society, the Chemical Society, the Entomological Society, the National Geographic Society, the Geological Society, the Historical Society, the Medical Society, the Philosophical Society, and the Society of American Foresters,—constituting as a body the co-ordinate departments of the Washington Academy of Sciences, and embracing a total membership of nearly three thousand. Indirectly allied with these scientific societies is the Cosmos Club, a unique social organization, admitting to membership only men of recognized attainments or national distinction, and which, as a consequence, contains on its register the names of more notable men in science and letters than any other club in America.

Washington the great news center of the country.

Of the various other clubs and societies typical of the city's distinctive character none is more prominent than the Gridiron Club, as an organization of newspaper correspondents. Washington is the chief news center of the country and contains, in consequence, more journalists and newspaper-writers than could possibly be found in

The Federal City

any other one place. No less than two hundred daily newspapers are represented at the National Capital, many of them maintaining large offices here, with a corps of high-paid correspondents and direct telegraph wires for their news service. These papers include not only the leading representatives of the press in every city of this continent, but in England and Europe as well; and the journalistic activity involved in this characteristic feature of Washington is supplemented by an enormous amount of literary work, both in connection with the daily press service and also in furnishing material for magazines, reviews and other periodicals throughout the world, as well as in the writing of books and other more serious contributions to literature.

**The Mecca of
journalists and
authors.** Washington is the fountainhead for information on all subjects of National import, and for this reason, if no other, is the writers' Mecca of the Western Hemisphere. Aside from the large number of professional journalists, it abounds with men and women engaged in active literary pursuits, and this without taking into account the hundreds of men in the service of the Government whose duties are specifically of a literary character or involve the preparation of literary material, as represented in the issuance by the Government each year of more than two thousand publications, embracing an almost

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limitless range of subjects. It is hardly likely, therefore, that any other city contains so large a class of literary workers as is to be found in Washington; certainly, in no other city does literary work, in the broad meaning of the term, enter so extensively into the daily activities of the community—a distinction that belongs inherently to the Federal city in its determinate character as the intellectual center of the Nation.



The Government as a University

BUT whatever may be the value of Washington's characteristics—social, physical, literary, educational—it must be remembered that they are largely the result, rather than the cause, of the Capital's pre-eminent position as a seat of learning; for Washington owes not only its existence, but its character as well, to the fact that it is the abiding place of the United States Government.

It is because it *is* the Capital that Washington is as beautiful and magnificent as it is; and it is because of the location of the seat of Government here that its people and its institutions are what they are. The Government has created and permeates all phases of Washington life; and it is the Government, primarily and directly, that gives to the National Capital its supremacy in the world of science and letters.

It goes without saying that any Capital must offer to the people of its commonwealth special advantages in the study of civics and governmental administration, for it is there that the machinery of the Government in all its branches and details may be seen in

Washington as a Center of Learning

actual operation; and in a Government of such vast proportions as that of the United States, the National Capital stands for the American people as a school of unrivaled value for the practical study of our constitutional principles and the administration of the laws and political affairs of the country.

**Government
for and by
the people.**

But while this alone would give to Washington a specialized educational value, it should be borne in mind that our National Government is not only the supreme embodiment and expression of the political will of the people, but of all that enters into the life of the nation. The Government is not something apart from the people. In a Republic like ours it *is* the People. The Government at Washington, therefore, stands as the concrete representation, the essential embodiment, of our national life and thought in all of its multitudinous phases. It is the manifest expression of the people's judgment and of their achievements as a nation in the domains of science and letters, of discovery and invention, of philosophy and art and industry, and, in short, of all that pertains to the welfare and progress of society.

**All branches
of knowledge
represented.**

Washington is the library, the store-house, and at the same time the distributing center, of the nation's knowledge and accomplishments. There is no science, no branch of learning, no vital

The Government as a University

feature of national life that is not embodied in the Government at Washington. Libraries, scientific bureaus, experiment stations, laboratories, museums, observatories, all form an essential and important part of the Government's equipment.

A great body of specialists It is these particular features of the National Capital that constitute

Washington's chief and special claim to recognition as a center of learning, for it is these technical departments of the Government that give to Washington its unparalleled working force of scientists and educators. The great majority of them are eminent specialists; all of them are men of superior training and ability, and together they form an aggregation of scientific workers and authorities, numbering more than two thousand in all, such as could not possibly be found anywhere else. When John Tyndall, the famous English physicist, was visiting Washington several years ago he remarked that he knew of no city in Europe that could gather together so large a body of scientists and original investigators as that which he met here.

The home of distinguished scientists. There is scarcely one of them whose name is not well known in the realm of science or education, while many of them enjoy popular and international fame as the leading exponents of their respective professions. It is not difficult to under-

Washington as a Center of Learning

stand, therefore, why Washington should hold the rank it does in the sphere of learning. To name but a few, chosen at random from the various departments of science, cannot but prove significant of the influence that the presence of such men must have upon the intellectual life of the Capital, for included in the long list are such men as Simon Newcomb, one of the world's greatest living astronomers; S. P. Langley, Secretary of the Smithsonian Institution, and a leader and authority in astronomical physics; Dr. Theodore Gill, an authority on biology, and Dr. John S. Billings, on medical hygiene; Carroll D. Wright, on statistics; Dr. William T. Harris, on education; Prof. W. H. Holmes, on ethnology; Cleveland Abbe, on meteorology; Gifford Pinchot, on forestry; Lester F. Ward, on sociology; Charles V. Riley, on entomology; Ainsworth R. Spofford, on literature; Alexander Graham Bell, on physics; and Otis T. Mason, on anthropology. These are but a representative handful of a numerous galaxy, each an authority and each having to his credit the accomplishment of work that has added materially to the sum total of human knowledge.

With the services of these men—these scholars and investigators—at its command, and with its unequaled equipment for the acquisition of knowl-

The Government as a University

**The city a
great univer-
sity.**

edge, the Government of the United States at Washington is in itself a university—a university, it is true, that confers no degrees and is without a curriculum or classified students or faculty, but nevertheless a university in the comprehensive and generic meaning of the term; an institution, as defined on one occasion by Dr. Gould, the astronomer, where all the sciences in the complete and rounded extent of their complex whole are cultivated; where every specialty may find its votaries and may offer all the facilities required by its neophytes; and where the object is not so much to make scholars as to develop scholarship; not so much to teach the passive learner as to educate investigators, and not merely to educate, but to spur on. Such are the facilities offered by the United States Government to students and investigators of America; facilities and opportunities such as can be found in no institution of learning in any part of the world.

**Enormous
outlay for
scientific
investigation.**

The scientific investigations of the Government are conducted on a scale, involving an annual expenditure of something like eight millions of dollars, that cannot in any way be approached by the most wealthy university, and

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represent a total investment of upwards of fifty millions for the establishment and development of libraries, laboratories, museums and collections. Compared with these enormous resources the wealth of Harvard or Yale or Chicago or any other university in this country or abroad sinks into mediocrity.

**Important
resolution by
Congress.**

While Congress has not yet deemed it expedient to establish an organized institution under the direction of the National Government for the systematic public use of its wonderful educative facilities, it is, nevertheless, not unmindful of the fact that they belong to the people and are designed for the ultimate benefit of the Nation and the diffusion of knowledge among men. In token of this, Congress passed the following resolution in 1892 specifically placing the literary and scientific collections of the Government at the disposal of students:

“Whereas, large collections illustrative of the various arts and sciences and facilitating literary and scientific research have been accumulated by the action of Congress through a series of years at the national capital; and

“Whereas it was the original purpose of the Government thereby to promote research and the diffusion of knowledge, and is now the settled policy and present practice of those charged with the care of these collections specially to encourage students who devote their time to the investigation and study of any branch of knowledge by allowing to them all proper use thereof; and

The Government as a University

"Whereas it is represented that the enumeration of these facilities and the formal statement of this policy will encourage the establishment and endowment of institutions of learning at the seat of Government, and promote the work of education by attracting students to avail themselves of the advantages aforesaid under the direction of competent instructors; Therefore,

"Resolved by the Senate and House of Representatives of the United States of America, in Congress assembled, That the facilities for research and illustration in the following and any other Governmental collections now existing or hereafter to be established in the city of Washington for the promotion of knowledge shall be accessible, under such rules and restrictions as the officers in charge of each collection may prescribe, subject to such authority as is now or may hereafter be permitted by law, to the scientific investigators and to students of any institution of higher education now incorporated or hereafter to be incorporated under the laws of Congress or of the District of Columbia, to wit:

- | | |
|---------|-----------------------------------|
| One. | Of the Library of Congress. |
| Two. | Of the National Museum. |
| Three. | Of the Patent Office. |
| Four. | Of the Bureau of Education. |
| Five. | Of the Bureau of Ethnology. |
| Six. | Of the Army Medical Museum. |
| Seven. | Of the Department of Agriculture. |
| Eight. | Of the Fish Commission. |
| Nine. | Of the Botanic Gardens. |
| Ten. | Of the Coast and Geodetic Survey. |
| Eleven. | Of the Geological Survey. |
| Twelve. | Of the Naval Observatory." |

Washington as a Center of Learning

Unequaled educational facilities.

It is obvious without further discussion that the advantages thus offered to students in Washington cannot be equaled elsewhere in America. There is scarcely a branch of human activity that is not in some degree recognized by the National Government. In the archives of the State and other Departments are to be found the extensive accumulations of original historical documents and data which are invaluable to students of history, political science, economics, sociology and allied topics of research; while the great Library of Congress, the Public Library of the District of Columbia and the many highly specialized libraries attached to the various departments of the Government are in themselves exhaustless sources of knowledge. The Librarian of Congress, speaking on this subject, says:

The Govern- ment libraries.

“There are thus in the city of Washington *thirty-four* governmental libraries freely available for research. These libraries now contain in the aggregate over two million books and pamphlets and over a half million other articles literary in character—manuscripts, maps, music, and prints. If we add to them the contents of the District Library and of the libraries of private associations and institutions * * * we shall have a total not merely greater than is to be found in any other city of this size in the world, but one which in proportion to population represents several

The Government as a University

times as many volumes *per capita* as exist for public use in any other city of the world.

* * * * *

“Today the Library of Congress is a collection, including duplicates, of over 1,100,000 books and pamphlets and half a million other articles. It is housed in a building devoted to its sole use—the largest library building in the world, the most commodious, the most efficient in equipment for the work which it has to do; a building which provides for ample classification and display of the material, for reasonable growth, and for a multitude and great variety of service; a building which may accommodate a thousand readers at a time and differentiate them to their best advantage.”

And besides these great literary compilations there are the technical, industrial and scientific collections of the National Museum, the Museum of Naval Hygiene, the Smithsonian Institution, the Army Medical Museum and the various departmental museums, containing extensive series of specimens of great value to the student of anthropology, ornithology, archeology, mineralogy, geology, paleontology, biology in all its branches, or any one of a multitude of technical subjects, while in the Patent Office are the models and records of the thousands of inventions that have contributed so materially during our national existence to modify the conditions under which we live and to give to America its exalted rank in the industrial and mechanical progress of the race.

Washington as a Center of Learning

Work in the experimental sciences.

In the experimental sciences the most notable advantages are to be found, since it is in Washington that the various scientific establishments of the Government are centered:—the Weather Bureau, with its appliances for the study of national problems in meteorology; the Coast and Geodetic Survey, from which the surveys of our territory are carried on and by which the figure of the earth and terrestrial magnetism are experimentally determined; the Hydrographic Bureau, which conducts the surveys of foreign coasts and the study of the oceans; the Bureau of Standards, which standardizes the instruments used in measuring mass, volume, heat, light, electricity, and all other magnitudes; the Geological Survey, which investigates the structure of the earth, ascertains our mineral resources, and supervises the sources of supply and means for distribution and control of water for irrigation purposes; the Department of Agriculture, which exists primarily for conducting original investigations for the benefit of agriculture in all its branches, and is therefore provided with extensively equipped laboratories for the study of chemistry, botany, vegetable physiology, entomology, bio-chemistry, bacteriology, comparative pathology, parasitology, the physics and chemistry of the soil, forestry, and microscopy; the Naval Observatory and Nautical Almanac Office, where

The Government as a University

researches in astronomy and navigation are conducted; the Marine Hospital Service, which deals with national problems in hygiene; the Bureaus of Construction and of Steam Engineering of the Navy, having supervision over the designs and construction of our ships; the Bureau of Yards and Docks, which supervises the engineering operations at our navy yards and naval stations; the Bureau of Equipment, which is charged with the electrical installations for the Navy; the U. S. Signal Corps, which has supervision over the electrical installations for the Army; the Engineer Corps of the Army, which is charged with river and harbor improvements, and the Light-House Board, which controls the system for lighting our navigable waters.

Of chemical laboratories for conducting the tests of materials, and especially for research work, there are now eighteen attached to the different departments at Washington. In the graphic arts there is especial activity, as map-making and chart-work are carried on in almost every bureau, while the Supervising Architect's Office of the Treasury Department is the largest office of its kind in the country. To the student of pedagogy the Bureau of Education offers unexampled resources in its extensive library, its valuable publications, and its large and varied collection of material relating to the history, the methods, and statistics of education.

Washington as a Center of Learning

Advantages in mechanical engineering.

The opportunities for special or advanced work in Mechanical Engineering are also of exceptional character. The great departments of the Government charged with designing are all located here. In the Navy Bureaus of Ordnance, of Steam Engineering and of Construction and Repair there is projected and detailed more heavy constructional work than probably in any part of the country. Here also is located the Naval Gun Factory, which is freely open to visits of inspection, while the Ordnance Proving Station is located but a few miles down the Potomac. Washington is also the headquarters for military engineering, as the War Department has charge of all river and harbor improvements for the country, and here are located the headquarters of the Engineer School of Application for the Army.

Opportunities for students of medicine and dentistry.

To students of Medicine and of Dentistry there are unsurpassed facilities for study and research. The Army Medical Museum, which is open for inspection daily, presents a field for study superior to any other institution of the kind, either in this country or in Europe. Its library of medical books and periodicals is the best in the world, and under its auspices is published the well-known *Index Medicus*. It has an unrivalled collection of

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anatomical and pathological specimens, illustrating normal anatomy and the results of disease in every form, and a well-nigh unlimited number of other exhibits showing the effect of gunshot wounds and surgical injuries of every kind. It also contains almost numberless crania of every human nationality, by an examination of which the student can find many dentures of theoretical perfection, and observe the effect of civilization and race admixture upon the dental organs. At the United States Patent Office are models of every conceivable form of dental instruments. In the National Museum is found the most complete and best arranged collection of *Materia Medica* in the world. The drugs are shown in all their processes of manufacture, from the original package to the delicate alkaloid constituting the active principle. And in the Museum of Hygiene are contained specimens and illustrations of all that pertains to sanitary science and its development.

Laboratory facilities.

In the laboratories of the Department of Agriculture and of the Marine Hospital and Public Health Service there are superior facilities for all kinds of bacteriological and chemical investigations, and for the study of bio-chemistry, comparative pathology and parasitology; while the laboratories and hospitals of the Army and Navy also offer many opportunities for instruction.

Washington as a Center of Learning

Special advantages to students of law and diplomacy.

“To students of Law, Jurisprudence and Diplomacy, the peculiar advantages of Washington are manifest. The Supreme Court is in session from October to May, and on each Monday morning delivers opinions orally. Students may listen to these and thus keep in touch with the latest utterances of the greatest court. The State Department, with its large library, affords facilities for the study of diplomacy. Congress is in session during the winter, and here the student sees the practical workings of the largest and most important legislative body, and listens to the discussion of matters touching interstate and foreign commerce and diplomatic relations.”*

Education for all.

But the educational advantages of the Government's collections, both scientific and literary, are not confined alone to students. Whatever in its nature is of popular interest is made readily accessible to the public. The Library of Congress, the Botanical and Zoological Gardens, the museums and the various scientific exhibits are not only open at all times to visitors of every class and condition, but special pains are taken to so present the collections and the methods of investigation as to render them both enter-

* “Columbian [George Washington] University Bulletin,” March, 1904.

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taining and instructive to the general public. This desire to return to the people in interesting, concrete form the results of the Nation's acquirements is carried to the extent of labeling the trees with their names in some of the parks which have been set out with large numbers of representative specimens and unusual varieties; while the National Zoological Park, occupying a magnificently picturesque site of nearly two hundred acres, and containing more than a thousand different kinds of animals, is not only free to all who care to enter, but is made especially attractive by providing accommodations for picnic parties and encouraging its use as a playground for children.

Immense
number of
Government
publications.

Nor are the results of the Government's scientific work confined solely to collections and exhibits. Whatever is accomplished or acquired by the Government is recorded in print, and issued in the form of bulletins, reports, monographs, documents and other publications. The United States Government is, in fact, the greatest publishing institution in existence. It issues each year more than fifteen hundred separate and distinct publications, and maintains the largest and most complete printing office in the world, at an annual cost of over six millions of dollars. Nearly all of its vast array of publications are of a periodical charac-

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ter—dailies, weeklies, monthlies, quarterlies, and annuals,—ranging from the daily “Consular Reports,” “Weather Bulletins,” “Congressional Record,” &c., to the annual reports and year books of the various Departments, and involving in all a total of something over twenty-one million copies a year.

While many of these publications
Free distribu- relate wholly to the administration of
tion of the executive departments, the very
documents. great majority of them are designedly
of an educative character and embody the results of
the work of the various scientific and technical
branches of the Government. They are intended for
distribution to the libraries throughout the country
and to such persons as may be interested in their
respective subjects. This is done without cost to
the recipients, for the aim of the Government is not
to secure revenue from its publications, but to disseminate knowledge in this manner as freely as possible
among the American people. To this end every
Senator and Representative is given a certain quantity of each issue of every bulletin, document, &c.,
for distribution among his constituents, thus ensuring
their widest possible circulation. Those who cannot
obtain them in this manner may secure them from
the Superintendent of Public Documents, a Government official whose especial business it is to collect
and catalogue all of the public publications and pro-

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vide for their sale. The price-list issued by his office contains nearly four thousand titles, representing a library of universal information—and information of the highest authority and unquestionable accuracy. The prices at which they are sold, covering merely the actual cost of printing and binding, place them within easy reach of students, investigators and all other interested persons throughout the country.

**Illustration
of the
Government's
liberality.**

To realize the Government's liberality in this matter it is only necessary to examine, for instance, a copy of the "Year Book" of the Department of Agriculture. This is a quarto volume, bound substantially in cloth, and containing over seven hundred pages of text and more than fifty full-page plate illustrations, many of them in natural colors, besides a large number of textual illustrations, and embracing seventy-five different subjects of popular interest to farmers and gardeners and the public generally. Of this instructive and valuable book the Government distributes absolutely free nearly five hundred thousand copies—a book that requires, in its printing and binding, the exclusive services of nearly thirteen hundred employees of the Government Printing Office, and the publication of which costs the Government a total of more than three hundred thousand dollars,—and for such copies as cannot be obtained through the channels of free distri-

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bution the charge is but seventy-five cents, a price four and five times below that which a work of this character would command in the ordinary book market.

A fair idea of the range and of the value of the subjects treated in this one publication may be gleaned by the following titles selected at random from the issue for the fiscal year 1903: "Farmers' Institutes," "The Cultivation of Corn," "The Economic Value of the Bob White," "Preparing Land for Irrigation," "The Adulteration of Drugs," "Building Sand-Clay Roads in Southern States," "The Relation of Forest to Stream Flow," "Determination of the Effect of Preservatives in Foods on Health and Digestion," "Use of Weather Bureau Records in Court," "Some new Facts about the Migration of Birds," "The Principal Injurious Insects of 1903." And the "Year Book" is but one of three hundred publications issued annually by the Department of Agriculture alone.

**The
Smithsonian
Institution.**

Facts such as these cannot but prove impressive as testifying to the extent and importance of the educative work carried on by the Government through its various scientific departments. Of these the Smithsonian Institution is pre-eminently the chief. Under the terms of the bequest of its founder, James Smithson, of England, it is devoted

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solely to the increase and diffusion of knowledge among men; and to this end Congress annually appropriates five hundred thousand dollars for its maintenance, in addition to the endowment income of sixty thousand dollars. Allied with it are the National Museum, the Bureau of American Ethnology, the Astro-Physical Laboratory, and the National Zoological Park; and with these as subordinate departments the Smithsonian Institution is the head and controlling spirit of scientific work in America, and is distinguished from all other Federal institutions in that it stands completely apart from politics and the administrative affairs of the Government.

A wide range of subjects. The objects of the Institution are, first, to increase knowledge by original investigations and study both in science and literature; and, second, to diffuse knowledge by promoting an interchange of thought among those prominent in learning in all nations. The leading features of its administration, as defined by the Institution, are to assist men of science in making original researches; to publish the results of their work in a series of volumes, and to give a copy of them to every first-class library on the face of the earth. There are not many scientific investigators in the United States to whom help has not at some time been extended. Books, apparatus, and laboratory accommodations have been supplied to thou-

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sands, and each year a certain number of money grants are made to persons engaged in original research, while thousands of letters of information are written each year in response to inquiries, and duplicate specimens furnished from the museum collection—the number already distributed amounting to nearly a million.

The National Museum.

Not the least important part of its work toward the diffusion of knowledge lies in the public exhibit of its collections as contained in the National Museum. At present these include nearly six million specimens, representative of every branch of human knowledge, industry and art. Their intrinsic value cannot be expressed in figures; for not only are there many single specimens worth thousands of dollars and some that could not be obtained for a fortune, but there are, besides, many series of specimens that owe their value to their completeness and to the labor that has been expended upon them and could not be replaced at any price.

Scientific publications of the Smithsonian Institution.

Besides these general and popular methods of disseminating knowledge the Smithsonian Institution issues nine different yearly publications, aggregating by this time nearly three hundred volumes, with a total of over two million copies and parts, which have been gratuitously dis-

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tributed to institutions and private individuals; these works in themselves forming a scientific library in all its branches. The "Annual Report" alone is a quarto volume of nearly eight hundred pages, beautifully illustrated and containing, in addition to reports bearing upon the various departments of the Institution's work, articles and treatises of a more or less popular character by the most eminent scientific authorities in the world. Such subjects as "Wireless Telegraphy," by Marconi, "Color Photography," by Sir William Herschel, "Ether and Gravitational Matter through Infinite Space," by Lord Kelvin, "The Laws of Nature" by Langley, "The National Zoo at Washington" by Seaton Thompson, and "Automobile Races" by Henri Fournier, included in the contents of the report for the fiscal year 1901, will serve to indicate the interesting and authoritative nature of this particular publication.

A rare
scientific
library.

In exchange for its publications, and by purchase, the Institution has amassed a wonderful collection of books, numbering over half a million copies, which forms one of the richest scientific libraries in existence; for in it are contained the publications of all the learned societies in the world, thus constituting a record of the actual progress in all that pertains to the mental and physical development of the human family and affording a means of tracing

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the history of every branch of positive science since the days of the revival of letters to the present time.

From the practice of exchanging its
International exchange of publications. publications with other institutions has arisen a system of international exchange conducted by the Smithsonian Institution through a special bureau.

This Bureau of Exchanges has established correspondence with learned men and societies all over the world, until there is today no civilized country or people, however remote—from Greenland to Zanzibar,—where the institution is not thus represented. The number of these correspondents now amounts to about forty-four thousand, of whom fully thirty-five thousand are in foreign lands, and through international treaty all exchanges of scientific publications or material between scientists of America and these representatives abroad are made free of charge. Any scientific society or person in the United States desiring to send a contribution or specimen of any kind to some foreign country may do so without cost by forwarding it to the Smithsonian Institution at Washington. The enormous amount of material thus handled by the Institution, both coming into and going out of the country, is shown by the fact that the total weight of the books passing through the Bureau of Exchanges in one year amounts to over 228 tons.

The Government as a University

**The Department of
Agriculture.**

While all of the other scientific establishments at Washington are of the utmost intrinsic value, they are largely specialized and are devoted primarily to Government work and purposes. In the case of the Department of Agriculture, however, it may be said that it stands in the same relation to practical, domestic science as does the Smithsonian Institution to the higher branches of knowledge in general. In fact, this department is intentionally an educative institution. Its object is to give practical aid and advice to the people of the country in all matters pertaining not only to agriculture, but to life conditions generally. The act of Congress creating it, which was signed by President Lincoln in 1862, states that the general purpose of the department shall be to acquire and diffuse among the people of the United States useful information on the subjects connected with agriculture in the most general and comprehensive sense of that word.

For the carrying on of the work of this important establishment Congress appropriates annually nearly six million dollars, and employs the services of about four thousand men and women, more than two thousand of whom are men connected with the scientific and technical work of the department, either at Washington or at the experimental and Weather Bureau stations maintained by the Department

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throughout the country. From the forecasting of the weather to the distribution of seeds the Department embraces in its various bureaus every phase of work associated with the agricultural interests of the country that can be of any use or benefit to the American farmer.

Its chief educational work lies in the publication and distribution of technical and popular information. It publishes in one year sometimes as many as seven hundred different bulletins, reports, &c., including reprints. Over ten and a half million copies in all are printed every year, and of this number more than six million are "Farmers' Bulletins." These bulletins are pamphlets, ranging from a dozen to fifty pages or more, each, and devoted to subjects of special interest to farmers and gardeners, such as "Feeding Farm Animals," "Weeds and how to kill them," "Facts about Milk," "Sewage Disposal on the Farm," "How to grow Mushrooms," "Practical Suggestions for Farm Buildings," "Insect Enemies of Growing Wheat," "Horse Shoeing," "Weeds used in Medicine," and scores of others of a like general character; all of them instructive and of authoritative value, and representing the results of careful scientific investigation under the auspices of the United States Government.

The Government as a University

A comprehensive
department of
learning.

The corps of scientists associated with the Department includes some of the world's most able men in their field of work; while the Department library of seventy-five thousand volumes is undoubtedly the best in the world devoted to agriculture and allied subjects; so that the Government has here, in this one branch of its service, a department of learning that is not only of immense practical value, but which, in its scope and in its material and facilities, is of a magnitude and importance comparable with no other institution of its kind. It is maintained primarily for the benefit of the people, and the wide scope of its educational and utilitarian purposes is further shown by the interest and assistance it lends to the building of good roads, to the teaching of domestic science, to the establishment of school gardens, to the prevention of forest destruction, to the betterment of general school conditions by calling the attention of the agricultural people to the fundamental necessity of securing the general improvement of rural schools, and to the development of the various Farmers' Institutes throughout the country, which are designed for the education of the adult farmer and are now held annually in forty-three States and attended by more than eight hundred thousand farmers.

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**A wide range
of teaching.**

Besides the assistance given in these directions by the Department itself, a number of its officers are engaged in teaching, outside of official hours, in the educational institutions of Washington and of various other cities; nine being thus employed in the schools and universities in the District of Columbia, five at Yale, four at the University of Pennsylvania, two at Johns Hopkins, and one at Harvard and at a score of other universities throughout the United States. Lectures are also given to the public-school teachers of Washington by officers of the Bureau of Plant Industry, the Division of Biological Survey, and the Office of Experiment Stations, and the teachers are further assisted in school gardening and in studies of plants and animals of different regions through field parties led by officers of the Department.

**A working
university.**

That the Government in the scientific and technical branches of its equipment constitutes in itself a great working university with well-nigh limitless facilities, is a fact that must so quickly become obvious to the most superficial observer, as to render unnecessary any further recital of details or statistics. It only remains to call attention for a moment to its libraries—the great store-houses of the Nation's recorded knowledge.

The surpassing magnitude of the Library of Congress has already been alluded to. Aside from the

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Facilities for the student at the Library of Congress.

intrinsic value of such an enormous collection of books, this library is becoming more and more the great national dispenser of information in the domain of literature. Its purpose is not merely to collect books and place them at the disposal of the people, but more particularly to classify them, to digest them, to make known their contents, to direct the student or the investigator to the sources of his desired information, and thus make of the library a living, potent force in the world of learning. To this end every facility is accorded the student. He may draw as many books as he wishes—a dozen or a hundred at a time,—and if his researches are to occupy several days or weeks he is given a separate room and afforded every accommodation at the disposal of the library. Besides the books which anyone may obtain by calling for them on the prescribed order slip, there is a special reference collection of twenty thousand volumes in the reading room to which any reader is given access without formality, while the twenty-seven hundred current newspapers and magazines in the “periodical” room are likewise accessible at all times. Although nearly three thousand persons visit the library every day of the year, its usefulness is not confined alone to those who are able to consult its books in person, for the library officials are

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daily kept busy replying to the inquiries received from all parts of the country asking for information on topics of the day, on bibliography and on subjects pertaining to literature in general.

**An enormous
collection
of books.**

When it is remembered that this wonderful library is less than a hundred years old; that it already contains a hundred thousand volumes beyond a million, besides one hundred thousand manuscripts and four hundred thousand musical compositions, to say nothing of two hundred thousand maps and prints, and that during the past few years it has been adding to its collection at a rate of something like eighty thousand volumes a year, it needs no argument to demonstrate its superlative position among the greatest libraries of the world.

**Department
libraries.**

Grouped about it, as the great central literary collection of the nation, are the independent libraries of the various Government Departments, containing in the aggregate nearly a million more volumes to be added to the literary resources of the Capital. This supplementary collection of scientific and technical works is remarkable alone as being the greatest collection of its kind, but what gives to it its chief and distinctive value is its classification into specialized subjects. Each department or branch of the Government has its individual library, made up of books

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relating particularly to the work of the department. Thus the Medical Museum, representing the office of the Surgeon-General of the Army, has a library numbering nearly a hundred and fifty thousand volumes devoted exclusively to medicine and hygiene; universally conceded to be the best and most complete medical library in the world. The library of the Bureau of Education, containing over eighty thousand volumes, has no equal on subjects of pedagogy and of education in general. The library of the Patent Office, with its seventy-five thousand volumes, is pre-eminently rich in books on applied science. The National Museum has an unexcelled collection of twenty-five thousand volumes bearing upon archeology and kindred subjects. The library of the Department of Commerce and Labor is unique in its large collection of works on statistics and economics; that of the Geological Survey on geology, explorations and mineralogy; that of the Naval Observatory on mathematics and astronomy; that of the Ordnance Department of the Army on artillery, firearms, explosives, etc.; that of the Bureau of Ethnology on the North American Indian and prehistoric races—and so on throughout the list, thus giving to every subject of science, industry and art its special library.

The value of these libraries cannot be over estimated. Some of them are of priceless worth, as, for

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Invaluable documents.

example, that of the State Department. In this library are preserved the laws and treaties of the United States, the Declaration of Independence, the documentary history of the Revolution (the gathering together of which cost over a quarter of a million of dollars), the journals of the Federal Constitutional Convention, the secret journals of Congress, the letters, papers and boyhood diary of George Washington (obtained at a cost of forty-five thousand dollars), the papers of Franklin, of Jefferson and of a score of other famous Americans; complete files of newspapers, journals and reviews published both in this country and abroad; and a remarkable collection of documents relating to foreign affairs, secret court histories, and international episodes; besides which the library is particularly rich in historical and biographical works, works relating to the laws of nations and diplomatic usages, and digests of civil, common and municipal laws in this and foreign countries.

If the Government owned but this one library, containing in all about sixty-three thousand volumes, it would give prominence to Washington as the abiding place of one of the most valuable collections of books and documents in the country. Each year it brings to the Capital from all parts of the United States scores of authors and students who desire to avail themselves of its complete and exclu-

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sive records; and in accordance with the general policy of the Government every facility is offered for these studies; desk-room and all the resources of the library being thrown open to students.

When, therefore, we consider the value of this library together with that of all the other Department libraries of the Government, with their grand total of a million books, and then realize that they are but the specialized adjuncts of a great central library, larger and more comprehensive than all of these combined, it seems useless to seek for further evidence of the sovereignty of Washington as a center of learning.



Educational Institutions.

THAT Washington should prove peculiarly attractive as a location for the establishment of educational institutions must be at once conceded, and therefore it can scarcely be regarded as remarkable that in proportion to its population the National Capital already outranks all other American cities in the number of its institutions of learning. Including the American University, now in course of building, Washington contains five universities, besides six or more independent colleges. In addition to these institutions of higher education there are no less than thirty academies and seminaries, with a large number of other private schools; and all these as independent of the public-school system with its one hundred and forty buildings and fifty thousand pupils.

Academic atmosphere.

Aside from the intrinsic worth of these educational institutions, it must be obvious that the primary value of any university or school in Washington lies in the advantages offered by the National Capital itself—advantages such as cannot possibly be had by institutions of learning elsewhere, no matter what their resources or standards of excellence may be. Washington possesses the academic atmosphere. It abounds in historic associations. Its representative

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citizens are men and women of culture in science, in art, in letters, in philosophy. The absence of commercial and manufacturing activity, the presence in the city of the largest body of scientific investigators in the world, the discussion of public questions, the spirit of nationalism, and the broad intellectual life, constitute a humanizing and educative influence of the greatest value in the development of the American scholar. And to these general advantages involved in the characteristic communal life of the National Capital must be added the special advantages offered under the law already mentioned, by which the vast collections and unrivaled scientific resources of the United States Government are placed at the disposal of students associated with the universities and schools of higher education, while the museums and libraries are accessible at all times to pupils of every grade.

But while the distinctive advantages thus enjoyed by the educational institutions of Washington must necessarily give them their chief importance, there are many of them, nevertheless, that have earned national reputations based upon their individual merits. The Georgetown University, for example, incorporated in 1844, is well known throughout the country, both for the excellence of its work and as one of the most important institutions of learning in America under the auspices of the Roman Catholic Church.

Educational Institutions

George Washington University

Columbian University, now known as the George Washington University, has ever since its beginning, in 1821, stood as the representative of higher education at the National Capital. In fact, its establishment was due largely to a desire on the part of its founders to fulfill in a measure the wishes of George Washington, and when Congress appropriated the land for the first college building President Jackson expressed his approval and the hope that the institution might in time realize this patriotic ideal. From the very start it met with the patronage and support of America's leading public men. John Quincy Adams assisted it at one time with a loan of \$20,000, besides contributing a donation of \$7,000, and William Corcoran by his gift of \$100,000 enabled the institution to assume the larger duties of a university. The recent adoption of its new name and certain amendments of its charter allowing a broader scope of organization are significant of its purpose to give substantial realization to the wishes of him whose name it now bears.

Various departments.

"The University has now a Department of Arts and Sciences, undergraduate and graduate courses, with 452 students; a Department of Medicine, with 306 students; a Department of Dentistry, with 84 students; a Department of Law, with 469 students, a Department of Jurisprudence and Diplomacy, with 75 students, and Courses

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for Teachers, with 59 students. Its officers of administration and instruction number 206, and comprise among them some of the most distinguished men in educational and administrative work in the country. It has graduated 4,560 students, conferring in all 5,693 degrees. From 1821 to 1884 it granted 2,324 degrees to 1,949 students; in the next decade it granted 1,070 degrees to 895 students, and in the last decade to 1903, inclusive, it has granted 2,299 degrees to 1,716 students. The University now has in all departments 1,445 students, and every State in the Union, the Territories, and the District of Columbia are represented in the student body, as well as Hawaii, Philippine Islands, Porto Rico, Chili, China, Costa Rica, Cuba, Germany, Japan, Peru, and Venezuela.

“By action of the Board of Trustees of the University, there has been formed an auxiliary corporation to be known as Columbian College. This corporation is vested with the conduct of the undergraduate work, and closely allied with the University, some of its trustees being members of the University Board of Trustees, its highest official officer being a Dean, and the Dean and professors of the College being members of the University Council. No degrees will be conferred by the College, the undergraduates going up to the University for their examinations and degrees.

“It is also proposed by the University to offer this plan of college organization to other groups of persons who are interested in establishing colleges in Washington, with the view to having several colleges conducting undergraduate work connected with the university and allied to it. Under this arrangement the University will conduct purely graduate and professional work, leaving the undergraduate work to the colleges.

Educational Institutions

Graduate work. “In the Department of Arts and Sciences, graduate work of the highest order will be carried on under the most approved professors and teachers. It is expected that arrangements may be made with colleges throughout the country by which, upon certificates of graduation from the colleges, the students will be received into the University for all graduate work, assisting the smaller colleges to retain their students for the baccalaureate degrees and giving the students the opportunity to take their graduate degrees from this University. It will also be the policy of the University to enter into reciprocal arrangements with the other great universities by which students will be given the opportunity to take advantage of the facilities in Washington for special work, receiving credit in their own institution for the work done here and taking their degrees from the institution from which they come. This arrangement will also give the students of The George Washington University the opportunity to take special work in other universities, for which they will receive due credit here.

New location. “The University has recently purchased a new site, containing about five acres of land, fronting upon the President’s Park, immediately south of the White House, and fronting south upon Potomac Park. The Potomac Park and the public grounds immediately around this site and along the Potomac River contain over one thousand acres. This park is being steadily improved by the National Government and will be in time one of the finest parks in this country. These public grounds will give the students of this University the largest opportunity for recreation and athletic sports. On either side of the Mall and within walking distance of

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the University are the permanent Government buildings, with their libraries and laboratories all open to the student." *

These two universities—Georgetown and the George Washington—may be classed with universities in general throughout the United States as typical in their basic features of that character of educational institutions. The three other universities at the Capital, however, are essentially distinct in purpose and character, and in this respect contribute to the uniqueness of Washington's educational features. These are the Howard University, the Catholic University of America, and the American University.

Howard University.

The first derives its name from Gen. O. O. Howard, through whose instrumentality the university was founded, in 1867. While its motto reads, "Equal rights and knowledge for all," it is designedly an institution for the higher education of the Negro, and as such it is the oldest and most noteworthy in the country. It is, in fact, the only example of its kind in which white and colored professors and officials have worked together with equal authority for the development of a university for the Negro race. Its faculty is composed of both races, and with the exception of the presidency the highest offices of the university have

* "Columbian [George Washington] University Bulletin," June, 1904.

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been held at times by colored men. More than forty Negroes are associated with the faculty and administrative corps of the institution; their work embracing the entire field of instruction, including law, medicine and theology. Dr. John Gordon, the President, in speaking on this subject, says, "In all our departments our experience with the colored instructors has been so happy that we make no distinction, but merely consider the fitness of the applicant for the particular task. Sometimes a colored man seems best fitted for the charge and sometimes a white man. We have them working in every branch of instruction side by side with the white teachers."

All instruction, except that in the medical department, is free; and in recognition of the worthiness of its object and the good it has accomplished, the United States Government contributes an annual appropriation toward the support of the university. The institution offers its advantages without regard to creed, race or sex; admitting both men and women of any and all nationalities. Of its more than eight hundred students a large proportion are women, and there is scarcely a State or Territory in the Union that is not represented, while included in the list are students from England, Natal, Liberia, Japan and the West Indies, as well as from Cuba, Porto Rico, British Guiana and Macedonia.

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Catholic University of America.

In point of distinctiveness, the Catholic University of America ranks equally with that of Howard University, though it differs widely and fundamentally in its characteristic features. In its plan and its purposes are contained the potentialities of a university of world-wide influence and power. It stands as the supreme head of Roman Catholic learning in America—the culmination of the Church's great educational system, embracing, as it does, upwards of four thousand parish schools, seven hundred colleges and academies, thirty theological seminaries and two universities. Designed specifically for the prosecution of post-graduate theological studies, it aims at the same time to embrace all departments of a university in their highest development, and toward this end it has already established nine schools with twenty-four subordinate departments. These are the schools of Sacred Sciences, Philosophy, Letters, Physical Sciences, Biological Sciences, Social Sciences, Law, Jurisprudence, and Technological Sciences.

The scope of the University can best be recited in the words of Pope Leo as contained in his Apostolic Letter of March 7, 1889:

“ We give, therefore, to your University power to confer academic degrees on students who shall have passed satisfactory examinations, and likewise to bestow the doctorate

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in philosophy, theology, pontifical law, and in those other studies in which the different degrees and the doctorate are usually conferred, whenever the teaching of those branches shall have been established. * * * In order that a greater number may enjoy more abundantly the benefits of the teachings of the University in the various departments, let these schools, and especially the Schools of Philosophy and Theology, be thrown open, not only to those who have completed their studies according to the decrees of the Third Plenary Council of Baltimore, but also to those who wish to begin or continue their studies."

The University is thus empowered to confer not only the doctorate but also the academic degrees, *i. e.*, the degrees of Bachelor and Master; to receive both graduate and undergraduate students; and to teach not only the ecclesiastical sciences, but all branches of learning leading to a degree.

"In this light," to quote the Right Reverend R. Gilmour, D.D., Bishop of Cleveland, in his sermon delivered at the dedication of the University in November, 1889, "specialists will come to the University, one to study Divinity, another Scripture, or History, while others will take up Law or Medicine. Here the philologist and the scientist will find the best, and all will find their noblest aspirations enlarged and spurred on to the full."

The constitution of the University, as prescribed

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by the Pope, provides that the institution shall always remain under the control of the Bishops. Their authority is delegated to a board of Trustees, the President of which is the Chancellor of the University, an office which has been held from the beginning by Cardinal Gibbons, Archbishop of Baltimore. Affiliated with the University are seven Colleges, all but one of which are situated in Washington and grouped about the University, and diplomas from which entitle their graduates to enter the University without examination. These are the St. Paul Seminary, St. Thomas College, The Marist College, Holy Cross College, The College of the Holy Land, St. Austin's College, and the Apostolic Mission House.

The American University.

The example thus set by the Roman Catholic Church in establishing a post-graduate university at Washington has been followed by the Methodist Episcopal Church in the location here of a similar institution under the title of the American University. Although the enterprise is strictly under the control and management of the Methodists, it is not their intention that the University shall be purely denominational; but that, while standing primarily for the higher education of Methodist students, it shall bear the same relation to the Protestant Church in general as the Catholic University bears to the Roman hierarchy.

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It differs from the Catholic institution, however, in that it is designed exclusively for post-graduate work in all departments; the object being to make it in this respect the foremost university of its kind in America.

It was chartered by Congress in 1893 and has already erected two buildings—the College of History and the College of Government—upon its picturesque site of ninety-four acres at the northwestern end of the city. With its contemplated endowment of at least ten millions, the University when completed will consist of not less than twenty-one buildings, all of classic architecture and built of white marble; while the facilities to be offered for work in professional, original and special studies will not only be in keeping with the general magnitude of the undertaking, but will be so thorough and so comprehensive as to render both useless and unattractive the present custom on the part of American students of seeking post-graduate degrees in the universities of Europe.

A university
for the ex-
pression of
Christian
principles.

In the words of the late Bishop Hurst, through whose untiring efforts the success of the University has become assured, “the institution is designed to represent the highest form of Christian education, to be the exponent of the best forces of Christian thought and activity, and to ex-

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press at this center of our civil and political influence the firm faith of our people and their devotion to Christ and His Kingdom." And besides its higher spiritual purposes as thus outlined by Bishop Hurst, its practical educational aims and advantages are set forth in the following statement by Bishop McCabe, the present head of the Church: "The American University will be for post-graduate work only. This is not another college. Only those students will be received who have graduated in other colleges; and so many have already applied for admission and have announced their intention of taking post-graduate courses with us, that I may safely say there is no university or college in Washington today that has half as many students as those who have signified their desire to come to us, and would come if we were ready to receive them. They will come to Washington to avail themselves of the libraries, museums, laboratories and institutions which belong to the Government. The opportunities for original research are unequaled in the world. President Harper, of the University of Chicago, is quoted as saying: 'Give me a million dollars and I will make a better university in Washington than can be made in Chicago with ten millions.'"

With these aims and with these prospects, the American University must in time be not only a greater university than can be made in Chicago or

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any other city of America, but must be able to hold its own with the greatest universities of the world.

Carnegie Institution.

Absolutely unique among the institutions of learning in Washington, as well as the entire country, is the Carnegie Institution. It stands alone and unclassified. It occupies a field of its own, and a field that is destined to produce not only far-reaching benefits to the cause of learning, but the highest possible achievements of human thought and endeavor. That its character may be properly understood by the public the Institution has issued the following statement as to its scope and methods:

"The Institution was founded by Mr. Andrew Carnegie, in the winter of 1901-2, when he gave to a board of trustees ten million dollars in registered bonds, yielding five per cent. income. In general terms he stated that his purpose was to 'found in the city of Washington an institution which, with the co-operation of institutions now or hereafter established, there or elsewhere, shall in the broadest and most liberal manner encourage investigation, research, and discovery—show the application of knowledge to the improvement of mankind, and provide such buildings, laboratories, books, and apparatus, as may be needed.'

"By an act of Congress, approved April 28, 1904, the Institution went under the control of a board of twenty-four trustees, all of whom had been members of the previous board.

"The Trustees act through an Executive Committee, by whom grants are made for specific objects from appropriations made by the Trustees.

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"Some large projects which are to be promoted by the Carnegie Institution will absorb much of the income, but the aggregate of the smaller grants is also quite large.

"A certain number of Research Assistants have been appointed. These are young men and young women who have shown unusual aptitude for scientific investigation and have manifested a desire to take up some specific problem and work at it during one or more years. The stipend for these appointments is usually \$1,000 per annum. The recipient is not allowed to be a teacher or a laboratory assistant in the usual sense of the word; he is expected to give all his time to the object named in his letter of application and to report upon the progress of his work at such times as the Institution may require. No provision is made for the payment of 'helpers' in colleges and laboratories.

"The Institution has undertaken to publish certain works which would not readily see the light without aid from an endowment. It is not proposed to scatter these publications indiscriminately, for their contents are of interest only to students of the subjects discussed, but they can be bought at a low price.

"To correct some misapprehensions, it may be remarked that Carnegie Institution is not a university, a college, a school, a library, or a museum.

"Any person or any institution desiring to present important subjects for the consideration of the Trustees, may do so by letter, addressed directly to Carnegie Institution, Washington, D. C."

The Board of Trustees is composed of representative statesmen, scientists, and educators. Included among them, as *ex-officio* members, are the President

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of the United States, the President of the Senate, the Speaker of the House, the Secretary of the Smithsonian Institution, and the President of the National Academy of Sciences. In deeding to this Board of Trustees the funds for the endowment of the Institution, Mr. Carnegie stipulated that among its aims should be these:

**Aims and
purposes of
Mr. Carnegie.**

“ 1. To promote original research, paying great attention thereto as one of the most important of all departments.

“ 2. To discover the exceptional man in every department of study whenever and wherever found, inside or outside of schools, and enable him to make the work for which he seems specially designed his life work.

“ 3. To increase facilities for higher education.

“ 4. To increase the efficiency of the Universities and other institutions of learning throughout the country, by utilizing and adding to their existing facilities and aiding teachers in the various institutions for experimental and other work, in these institutions as far as advisable.

“ 5. To enable such students as may find Washington the best point for their special studies, to enjoy the advantages of the Museums, Libraries, Laboratories, Observatory, Meteorological, Piscicultural, and Forestry Schools, and kindred institutions of the several departments of the Government.

“ 6. To ensure the prompt publication and distribution of the results of scientific investigation, a field considered highly important.

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"The specific objects named are considered most important in our day, but the Trustees shall have full power, by a majority of two-thirds of their number, to modify the conditions and regulations under which the funds may be dispensed, so as to secure that these shall always be applied in the manner best adapted to the changed conditions of the time; provided always that any modifications shall be in accordance with the purposes of the donor, as expressed in the Trust, and that the revenues be applied to objects kindred to those named,—the chief purpose of the Founder being to secure if possible for the United States of America leadership in the domain of discovery and the utilization of new forces for the benefit of man."

**Leadership in
discovery and
invention.**

It is in his concluding sentence that we find the keynote of the founder's patriotic object—"the chief purpose of the founder being to secure if possible for the United States of America leadership in the domain of discovery and the utilization of new forces for the benefit of man."

When it is remembered that the productive funds of Harvard University are only a little over fourteen millions, while those of the University of Chicago amount to but \$8,600,000, and when we consider the important and comprehensive work accomplished by this and other universities of its class, it will not be difficult to conceive of the vast results that may be obtained with a working capital of ten millions devoted entirely to original research, without any of the university expenses involved in the constant main-

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tenance of laboratories, museums and numerous buildings, the pay of instructors, and the many other expenditures necessary to the administration of establishments of that character; so that there is every reason to feel confident that with its munificent and untrammelled resources, the Carnegie Institution will in time fulfill its founder's exalted and patriotic purpose.

Although the Institution has been in existence for so short a time, it has already made a large number of grants through which much of importance has been accomplished, and its list of publications already includes more than a dozen scientific treatises and valuable reports. Some idea of the character of the grants allowed and the wide field of scientific research covered by them may be gleaned by enumerating a few of them selected from those made during the fiscal year 1902-03: \$2,000 to W. H. Holmes, Director of the Bureau of American Ethnology, for obtaining evidence of the early history of man in America; \$500 to George W. Kunz, of New York, to investigate the precious stones and minerals used in ancient Babylonia; \$5,000 to Lewis Boss, of the Dudley Observatory, Albany, for astronomical observations and computations; \$3,000 to Simon Newcomb, of Washington, to determine the elements of the moon's motion and to test the law of gravity; \$5,000 to Herbert Putnam, Librarian of the Library

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of Congress, to prepare and publish a handbook of learned societies; \$1,000 to H. C. Jones, of Johns Hopkins University, for certain investigations in physical chemistry; \$4,120 to W. F. Durand, of Cornell University, for experiments on ship resistance and propulsion; \$6,000 to T. C. Chamberlain, of the University of Chicago, to study the fundamental principles of geology; \$5,000 to W. O. Atwater, of the Wesleyan University, for experiments in nutrition; \$1,600 to E. W. Scripture, of Yale University, for researches in experimental phonetics.

These are typical of the minor grants allowed during one year, for which a total of \$200,000 was appropriated from the income of the Institution. All of these, as well as the larger grants, are made subject to the fixed policy of the Institution, that it will not undertake to do anything that is being well done by other agencies, nor enter the field of existing organizations that are properly equipped or likely to be so equipped. This policy tends toward a further enhancement of its value by confining its forces to special and original enterprises and to repairing the deficiencies that exist in various branches of science.

Education of
the Deaf
and Dumb.

Of the colleges of Washington, Gallaudet College is perhaps the only one that admits of classification as distinctive. This College is an auxiliary of what is known as the Columbian Institution

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for the Deaf and Dumb, an institution largely supported by the Government and including in its board of directors Members of Congress, Justices of the United States Supreme Court and citizens of the District of Columbia. The purpose of the college, as indicated, is the higher education of the deaf and dumb, and the work it accomplishes in this field of instruction renders it one of the most noteworthy of Washington's educational institutions.

Law school for women.

Among the many professional schools at the National Capital, the Washington College of Law occupies a unique position, by reason of the fact that it is designed especially for the instruction of women. Its faculty of twenty-one members contains four women professors, all members of the Bar, and one of whom is dean of the college. The courses of study lead to the degrees of Bachelor of Laws and Master of Laws, and the majority of the women graduates become practising lawyers.

The public schools.

The public schools of Washington do not differ essentially from those of other large cities, excepting in the unusual advantages offered the pupils by their close association with the judicial and administrative life of the Nation and the facilities at their disposal through the Government exhibits and libraries. A high standard of proficiency is maintained, with the

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result that the graduates of the high schools are admitted on certificate alone, without examination, to seventeen different colleges and universities throughout the United States, and the general excellence of the schools is attested by the fact that they number among their pupils the children of the President of the United States, the children of members of the Cabinet, of Senators and Representatives and of the Ambassadors and Ministers of foreign governments, as well as the children of the wealthiest and most influential citizens of the Capital.

Negro education.

In the education of the colored youth the public-school system of Washington takes precedence over that of any other place in the country. The distinguishing feature of the system as applied to this branch of instruction consists in giving separate schools to the Negroes, but of equal rank with corresponding grades of the white schools, and having them administered wholly by colored teachers and principals. By this method, therefore, the sixteen thousand colored pupils in the District of Columbia, with their four hundred and fifty teachers of the same race, constitute, practically, a separate school-body, while their interests in the general administrative affairs of the public-school system are looked after by two Negro members of the Board of Education. Experience has shown that by thus placing them upon

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a footing where they are expected to accomplish, without assistance from their white brothers, the standards and duties set for them, they are capable of achieving excellent and often remarkable results, besides profiting through the spirit of self-reliance thus instilled. This success in Negro instruction, coupled with the work accomplished by the Howard University, places Washington prominently in the lead as a center of education for the Negro race.

Religious Education. In religious education Washington is rapidly gaining the leading position which it is destined to hold as the representative city of the nation's spiritual culture. The Catholic University of America and the theological college of Howard University are already established institutions in this domain of educational work, while the American University, with its avowed Christian purposes, will prove a powerful acquisition to the Capital's resources as a center of religious thought and activity. In addition to these universities with their facilities for higher theological study and their manifest influence upon the educational spirit of the city, there are a number of other religious institutions having for their object the special training of their students or members in the various branches of Christian knowledge. Chief among these is the Young Men's Christian Association, which, besides, its strong local influence, stands as the representative

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head of this important organization in America, and under the plans which are now materializing it will soon be equipped in a manner befitting its leading rank in this vital and far-reaching field of practical religious training. Associated with it are some of the Capital's most distinguished men in social and official life, and the fact that such men as these take an active personal interest in this and other religious organizations of the city—Bible classes, schools of Scriptural pedagogy, ethical societies and like associations—is in itself a significant commentary on the position occupied by Washington in its conception of the importance attaching to the spiritual development of the American people.

Every phase of educational work represented.

It would be entirely beyond the scope of the present work to attempt to describe or enumerate all of Washington's many educational institutions, both secular and religious. Suffice it to say that they represent all phases of educational work, from the kindergarten to the university, including special schools and colleges of art, of music, of dramatics, of technology, of physical culture, of business, and of manual and professional training of every kind, as well as a number of correspondence schools. As a distinctive example of this last-named class of institutions, mention should be made of the Intercontinental Correspondence Uni-

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versity, which aims to cover this field of work more thoroughly and more satisfactorily than any other establishment of its kind, and which, for this purpose, has associated with it, in addition to men of special educational ability, several Senators and Representatives, Justices of the United States Supreme Court, the Commissioner of Education, and other distinguished Government officials, whose names must necessarily give weight and unquestioned authority to the teachings of the school. And it is this influence, which springs from personal association with the great men of the Nation—this influence, this atmosphere of authority, which attaches innately to whatever bears the impress of the National Capital—that gives to all educational institutions here a recognized prestige, and which, through them, bears increasing testimony to Washington's paramount position as an educational center.



A Glimpse into the Future.

TO speak of Washington's future as a center of learning does not require the gift of a seer.

Its destiny lies already firmly secured in its potentialities. What it has accomplished in the past, and what it is today are the illuminating guide to its future. Unlike any other city in the world, Washington was laid out upon clearly defined lines for certain specific and definite purposes; and it is only necessary to become acquainted with these purposes and with what has been attained through them up to the present time, to determine what the final result of their fulfillment shall be.

The city
planned on a
magnificent
scale.

When George Washington approved the plans of the Federal City as prepared by L'Enfant and they were adopted by Congress, it was with the knowledge and understanding that they were enormously beyond the requirements of the time. With streets and avenues from 130 to 160 feet wide—exceeding by three and four times the accustomed width of city thoroughfares,—and with the public buildings deliberately placed at great distances apart, it is not surprising that there were many in those early days who failed to comprehend the reasonableness of a city built upon so elaborate a

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scale. And when it began to grow and these features of its physical character became accentuated in reality, it required an exercise of courageous faith on the part of the Nation's leaders to believe that the city was destined to survive and fulfill the glorious aims that had been set for it. Those who were lacking in faith or in sympathy, and they were in the great majority, were convinced that an egregious folly had been committed in attempting to set up a Capital on such an extensive and wasteful plan, and many were the attempts made in the early years of our national existence to induce Congress to abandon the city.

Long an
object of
ridicule.

The aspect of wilderness presented by Washington, with its scattered houses, its great stretches of unimproved and unpaved roadways, its abundance of parking space, wild and unadorned, and the seemingly enormous distances that separated the different Government departments, produced anything but a favorable impression upon those who chanced to visit the Capital city, and it became an object of scorn and raillery to foreigners as well as to Americans themselves. Thomas Moore, the Irish poet, who visited Washington in 1804, could not resist the temptation to commemorate the American Capital in satirical verse:

A Glimpse into the future

“This embryo capital, where fancy sees
Squares in morasses, obelisks in trees ;
Which second-sighted seers ev’n now adorn
With shrines unbuilt and heroes yet unborn,
Though nought but woods and Jefferson they see,
Where streets should run and sages ought to be.”

Our own Gouverneur Morris was no less sarcastic when referring to Washington. “All that we need here,” he wrote on one occasion, “are houses, cellars, kitchens, scholarly men, amiable women, and a few other such trifles, to possess a perfect city. In a word, this is the best city in the world to live in—in the future.” It was John Randolph who derisively styled it “the City of Magnificent Distances,” a title which Charles Dickens subsequently paraphrased as “The City of Magnificent Intentions.” Even as late as 1861 it was described by a Bostonian as a “paradise of paradoxes, a great, little, splendid, mean, extravagant, poverty-stricken barrack for soldiers of fortune and votaries of folly;” while a Philadelphia woman writing of it several years later denounced it as “the most disappointing, disheartening conglomerate that ever shocked the pride or patriotism of order-loving, beauty-worshipping woman.”

The real making of Washington. There can be no denying that for the first sixty or seventy years of its existence Washington was a disappointment. It failed to attract capital for commercial enterprises; very few of those who

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engaged in the Government service made their homes here, and Congress took scarcely any interest whatever in the development of the city. The result was that its streets and parks remained unimproved, while the cost of keeping them in anything like proper condition was too heavy to be met by the residents of the capital. It was not until a serious movement was set on foot, about 1870, to remove the seat of Government to a more central, a more prosperous and a more presentable-looking city, that Congress awoke to its duties and to a realization of the surpassing beauties and advantages involved in a proper development of Washington. And so it came about, in May of 1871, that Governor Shepherd, as the embodiment of the progressive spirit of national pride, began his herculean task of transferring Washington from a city of mud and haphazard, unsightly development into a semblance of what the National Capital was planned to be. Though his régime lasted scarcely three years and he was virtually obliged to flee the country to escape the venomous persecution and enmity which he had inspired by his necessarily disturbing and autocratic measures, he succeeded, nevertheless, in saving the Capital and establishing it irrevocably upon the foundations designed for it,—a task, which in the light of its results, reveals itself today as one of momentous import and insures for the memory of Alex-

A Glimpse into the future

ander Shepherd the lasting reverence of a grateful nation.

But even with the changes thus wrought and the impetus thus given to the expansion of Washington, it required a long time to eradicate the prejudices that had been engendered during the many years of the Capital's unpromising growth. Many Congressmen, in particular, as exponents of the sentiments of the general public, continued to manifest but an indifferent interest. They remained loath to vote for any measure involving an expenditure of public funds for the improvement of the Capital, dominated as they were by the popular conception that Washington was a local city and consequently of secondary importance to a Congressman's home town.

We are all
Washingtonians.

In spite of these adverse influences, however, Washington continued to grow and to unfold its latent beauties and magnificence, until the American people began to realize with patriotic pride how splendid a National Capital was theirs. And then came the dawning recognition of the fact that Washington is not a local city; that it does not belong to the residents of the District of Columbia; that it is not a city entering into commercial rivalry with other cities, and that it does not represent any particular section of the country or class of people; but, on the contrary, that it stands alone and apart as the Capi-

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tal, the Center, of a great nation, representing equally all sections and all classes and belonging alike to every citizen of the United States. This recognition, this realization that every man and woman of America is a Washingtonian, was bound to come sooner or later in the natural evolution of American life, and now that it has come it marks the beginning of Washington's higher development and its attainment to the lofty pinnacle of greatness and power designed for it by the far-seeing founders of the Republic.

Rapid improvement Marvelous as has been the growth and improvement of the city since the days of Shepherd, rendering it as it stands today—according to the unprejudiced testimony of foreign travelers—the most beautiful city on the face of the earth, it is but as the opening of the flower. The full bloom of its physical grandeur is yet to come in the fulfillment of the plans and projects already under way—the creation of a magnificent park, bordering Pennsylvania avenue and reaching from the Capitol to the Washington Monument, the adornment of the river front, the erection of the largest and most imposing railway station in the world, the rebuilding and construction of a large number of Government buildings upon plans of unusual magnitude and beauty, and the building of magnificent private homes, each vying with the other

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in picturesqueness of site, beauty of surroundings and handsomeness of design.

And with this expansion of its material beauty, its rapidly increasing popularity, and its growing political world power as the Capital of the American Nation, there must follow inevitably a universal acceptance of Washington as the nation's center of learning. The materials, the opportunities, the advantages are already here. It but awaits a comprehending recognition of the fact by the American people, to give radiance and spiritual power to the supremacy of the nation; and when it *is* fully realized, as it is beginning to be, the intellectual glory of Washington will be no less transcendent and no less a source of patriotic pride than is its physical and political sovereignty today.

**A youthful
city.**

And what may we not hope for the ultimate glory of Washington and its institutions of learning when we consider that the Capital has been in existence scarcely more than a century—a Capital younger by hundreds of years than any of the great Capitals of Europe? We need but remember that Berlin is eight hundred years old and that London and Paris were in existence before the Christian era, to appreciate the rank that Washington has attained in its comparatively few years. Looking even to our own country, Washington is a youth among the cities of

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the East. New York, Boston, Philadelphia, Baltimore and a score of others were prosperous and time-honored towns before the name of Washington as a city had been uttered; and although it has been outstripped in population and rapidity of growth by many of the later cities of the West, it must not be forgotten that these and all the other big cities of America owe their development and their existence to financial and industrial interests. Washington, on the contrary, has grown and is maintained today without the aid of any of these stimulating factors—a verity that cannot but prove significant and impressive. Turning to its educational institutions, we realize how brief is their history compared with that of schools and universities in other places. When we recall, for example, that the University of Princeton has been in existence since 1746, Yale since 1718, and Harvard since 1636, or nearly two hundred years before the birth of Washington's oldest institution, is it not rather to be marveled at, with public bias thus early formed in favor of these institutions of learning in the East, that Washington should even by this time hold the place it does as a seat of university education?

With organized facilities for the utilization of the Government's laboratories and collections, such as will result from the establishment of the American University now under way and the development of

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**The seat of
national
education.**

the George Washington University along the lines of its new policy, Washington will become in practical reality the crowning point of the educational system of the Nation; the center toward which all education will gravitate; the ultimate goal toward which every university and college in America will set its face. The recognition of the Capital as the seat of American post-graduate work will necessarily result in the gathering and co-ordination here of the highest forms of all educational work.

**The center of
national
influence.**

The leading schools of American art and music and letters will eventually seek their permanent establishment in Washington, while the great civic and religious organizations of the country will likewise establish their headquarters here. It cannot be otherwise. The crowning development, the highest form of achievement, the ultimate expression of authority in every branch of knowledge, art or religion will be sought for at the National Capital. And as the Republic grows stronger and more potent as a political leader among nations, so will its educational and moral attributes keep pace correspondingly, until it shall stand emblemized, not merely as Liberty enlightening the world, but as Knowledge glorifying mankind; and all men shall point to Washington as the dominating center of the spiritual and intellectual forces of civilization.

Announcement

In uniform style and price with "Washington As A Center of Learning," the publishers will soon bring out a work on "The Brighter Side of Washington." This book is now in course of preparation by Mr. B. F. Johnson, the President of the Company.

Men of Mark in America

A Few Brief and Pertinent Observations

Collections of Biography.

THE great value of collections of well-written biographies is universally recognized. They are interesting to all readers and helpful to all workers. There are a few such works on the market. But there is room for one more. Not only this, but one more is needed. And, under the title of "Men of Mark in America," it is now in course of preparation.

New Collections the Best.

OTHER things being equal the newer the collection of biography the greater will be both its relative and its actual value. Even the brief period of ten years greatly impairs the usefulness of a work of this kind. During this time many men who had attracted but little attention beyond the borders of their own states have come into national prominence, and equally great changes in leadership have occurred in the various lines of intellectual and industrial activity. These are important matters, but no note of them can be found in the cyclopedia of the past.

"Men of Mark" the Latest in the Field.

PLANS for this work have been in the process of formation and development for more than fifteen years but the actual preparation of the biographies has only recently been commenced. It will have the latest information that it is possible to supply.

Has Important Distinctive Features.

NOT only is "Men of Mark" a new and up-to-date work but it has certain exceedingly valuable features which are peculiar to itself. This departure from the ordinary method of preparation adds

much to the interest of the biographies and greatly increases their usefulness to the student and to the general reader.

A Practical Educator.

ALL biographies note the fact of success. They tell what the subjects of the sketches have accomplished. This is good as far as it goes. It is interesting, it supplies useful information, and to some extent it tends to arouse the ambition of its readers. But "Men of Mark" does all this, and a great deal more than this. It tells *how* these successful men have won their prizes in the great conflict of life. And by stating the plans which were adopted and the means which were employed, the subjects of these biographies blaze the path for others who are striving to reach positions of honor and of influence.

Warning and Counsel.

IN many cases the eminent men whose biographies appear in "Men of Mark" add to the statements regarding their own life and work, words of warning and counsel to the young. At the request of the editor they briefly note certain things which the young man must avoid, and other things which he must do, if he would make his way in the world.

The True Success.

THROUGHOUT this great work high ideals are constantly kept in view. The success to which "Men of Mark" points the way does not consist merely in the securing of fortune, or of fame, or of both combined. It ranks character as its chief asset. In its view honor and integrity are prime essentials. Wealth and position, when honorably attained, have all due regard, and achievement is highly respected, but a sturdy, noble manhood is the chief distinction and the highest prize.

The Men of Today.

"MEN of Mark" relates to men who are now, or who recently have been, in active life. We owe an immense debt to past generations. The great men of former days are worthy of honor. Their biographies appear in existing works. An index to their names, with helpful references, will appear in "Men of Mark." But this great collection of biography will have to do chiefly with the men who are now making the history of America and thus shaping the destiny of the world.

The Standard of Selection.

IN selecting the names of those whose biographies are to appear in "Men of Mark," achievement and character will be kept constantly in view. Money cannot purchase admission to its pages and lack of it will not prove a bar to inclusion therein. The selection will be considered by an Advisory Board, consisting of the following named eminent men:

EDWIN A. ALDERMAN, LL.D.,
President University of Virginia.

GEN. HENRY V. BOYNTON,
Chairman of Chicamauga and Chattanooga National Military
Park Commission.

HON. DAVID J. BREWER, LL.D.,
Associate Justice U. S. Supreme Court

MERRILL E. GATES, LL.D., L.H.D.,
Ex-President Amherst College.

HON. ELLIS H. ROBERTS, LL.D.,
Treasurer of the United States.

JOSIAH STRONG, D.D.,
President Institute Social Service, Author of "Our Country."

HON. HENRY LITCHFIELD WEST,
Commissioner District of Columbia.

GEN. JOHN M. WILSON, LL.D.,
Chief of Engineers U. S. A., Retired.

HON. CARROLL D. WRIGHT, Ph.D., LL.D.,
U. S. Commissioner of Labor, President of Clark College.

GEN. MARCUS J. WRIGHT,
War Department, President Southern History Association.

This Board will pass upon the merits of each individual case and its decision will be final.

Complete and Accurate.

THE facts from which these biographies are written are almost invariably obtained at first hand. The subjects of the sketches fill in elaborate question blanks which are sent to them by the editor of the work. In addition to a request for biographical data, these

persons are also asked for words of suggestion and encouragement to their readers. With this request, as well as one for somewhat detailed information regarding the conditions under which childhood and youth were passed, and the difficulties which have been encountered in the efforts to succeed in life, a considerable proportion of those who receive the blanks cheerfully comply. This gives to the work much of the charm and the value of autobiography.

Its Literary Character.

THE biographies which appear in "Men of Mark" will be written in a most attractive manner. The Editor-in-Chief, Merrill E. Gates, LL.D., L.H.D., formerly president of Amherst College, and now, as for many years, Secretary of the United States Board of Indian Commissioners, is well known in the field of letters, and he is assisted by a corps of experienced and thoroughly qualified biographical writers.

Chapters by Eminent Authors.

EACH volume of "Men of Mark in America" will contain one or more important chapters by some of our most distinguished writers. For the first volume Dr. Edward Everett Hale has written on "American Ideals," and Dr. Hamilton W. Mabie on "Ideals of American Literature." In the following volumes other subjects of general interest will be treated from the ideal viewpoint by men who are widely and favorably known in their respective fields of learning.

High-Class Illustrations.

THIS great biographical work will be finely illustrated with portraits of distinguished men. To a considerable extent a double system of portraiture will be adopted. There will be a full page portrait which will show the full face, and in addition thereto a profile portrait will be vignettted in the text. The portraits will be photogravures, steels, or etchings, and will be executed by artists of national reputation.

Specimens of Chirography.

IN addition to portraits we expect to show the autographs of the distinguished subjects of the biographies, and also to give a specimen of the ordinary handwriting apart from the signature. This feature will be of general interest and to the large number of

people who regard the style of penmanship as an index of character it will be of real value.

The National Portrait Gallery.

UPON the completion of the ten volumes of the work in which they will appear in connection with the text the portraits will be gathered in a separate volume in which they will be alphabetically arranged. This will form a great national portrait gallery, and will be supplied free of cost to all subscribers to the work. It is believed that this is the first effort ever made to collect in a single volume the portraits of our nation's most distinguished living men.

Its Outward Appearance.

“MEN of Mark” will combine beauty with utility. The type will be clear, the paper will be of a high grade, and the presswork will be of the best. The binding will be handsome and durable. In every respect the exterior of the work will harmonize with the character of its contents.

An Elaborate and Costly Work.

THIS national series of biographies will be published in ten octavo volumes of from five to six hundred pages each, to which will be added the special portrait volume already noted. The publication of this work involves an enormous amount of labor and a financial outlay running into the hundreds of thousands of dollars. No pains or expense will be spared to make it the standard biographical work of the time.

Moderate Price to Purchasers.

THE publishers desire to make this work as widely useful as possible, and are especially anxious to place it within the reach of ambitious young people to whom it will be an invaluable aid in their struggle for success in life. Therefore, notwithstanding the great expense involved in the production of “Men of Mark in America,” the price to subscribers will be very moderate.

Commendations.

THE plans and purposes of the publishers of “Men of Mark” have been commended by a large number of our leading men. Among the many who have furnished data from which to write their biographies we name Justices Brewer, Brown, and Holmes of

the United States Supreme Court; Secretaries Hay, Shaw, and Taft of the President's Cabinet; Senators Fairbanks, Hoar, and Morgan; Representatives Cannon, Littlefield, and Williams; Generals Miles, Chaffee, and Corbin; Admiral Dewey, and Rear Admirals Schley, Cromwell, and Walker.

A Larger Advisory Board.

THE first volume of "Men of Mark in America" is now in the hands of the printers. The biographies of which it is composed represent the leading residents of Washington, together with the more prominent of the men whose homes are elsewhere but who are leaders in national affairs and are also closely identified with the interests of the capital city. In the following volumes all parts of the country will be represented. And in order that this representation may be complete a larger Advisory Board is being formed. In addition to the eminent men already named in connection with the first volume

FELIX ADLER, Ph.D.,
President Society for Ethical Culture, New York;

FRANCIS E. CLARK, D.D.,
Founder and President United Society of Christian Endeavor;

DAVID STARR JORDAN, LL.D.,
President Leland Stanford, Jr., University;

CHARLES D. McIVER, L.H.D.,
President Greensboro (North Carolina) Female College;

WILLIAM J. NORTHEN, LL.D.,
Ex-Governor of Georgia;

WILLIAM H. PAYNE, LL.D.,
Of the University of Michigan;

WILLIAM L. PRATHER, LL.D.,
President University of Texas;

OSCAR S. STRAUS, LL.D., L.H.D.,
Ex-United States Minister to Turkey;

CHARLES F. THWING, D.D., LL.D.,
President Western Reserve University;

GEN. JOSEPH WHEELER, LL.D.,
Of Alabama;

have consented to serve in the same capacity on the remainder of the work. It is expected to add to this list until about thirty members for the board have been obtained.



State Series of "Men of Mark."

IN addition to the great national work which has been described, the publishers will issue elaborate series of biographical cyclopedias for the various states. Except that in the works for the smaller states the portraits which have been printed with the text will be collected in a handsome portfolio instead of in a supplementary volume, each of these state works will be conducted upon the same general plan as the national series. The number of volumes for any given state will depend upon the number of its eminent men, but in every case it will be sufficient to permit of the generous recognition of all who are fairly entitled to representation in such a work.

Additional information regarding either the national or the state series will be promptly forwarded upon application to the publishers.

JOHNSON-WYNNE COMPANY.

Washington, D. C., 1904.

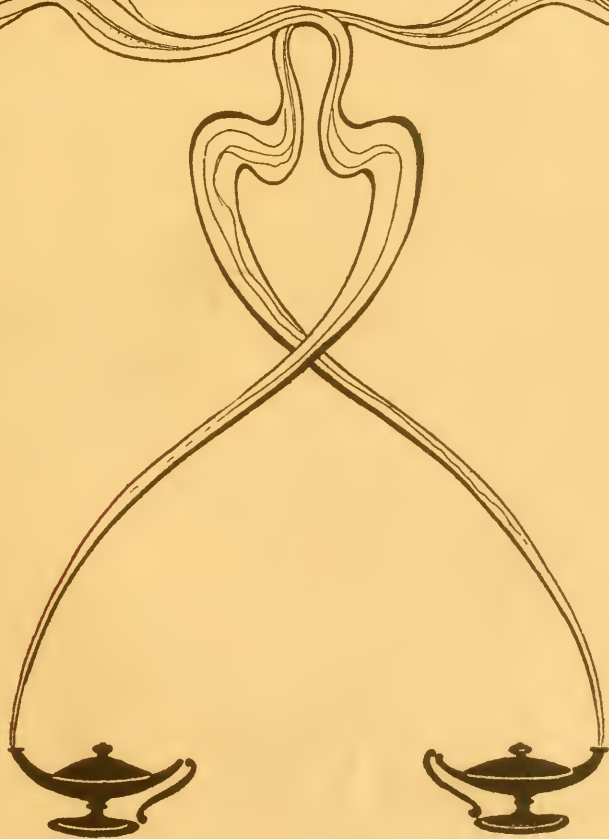


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